

CHILDHOOD EDUCATION

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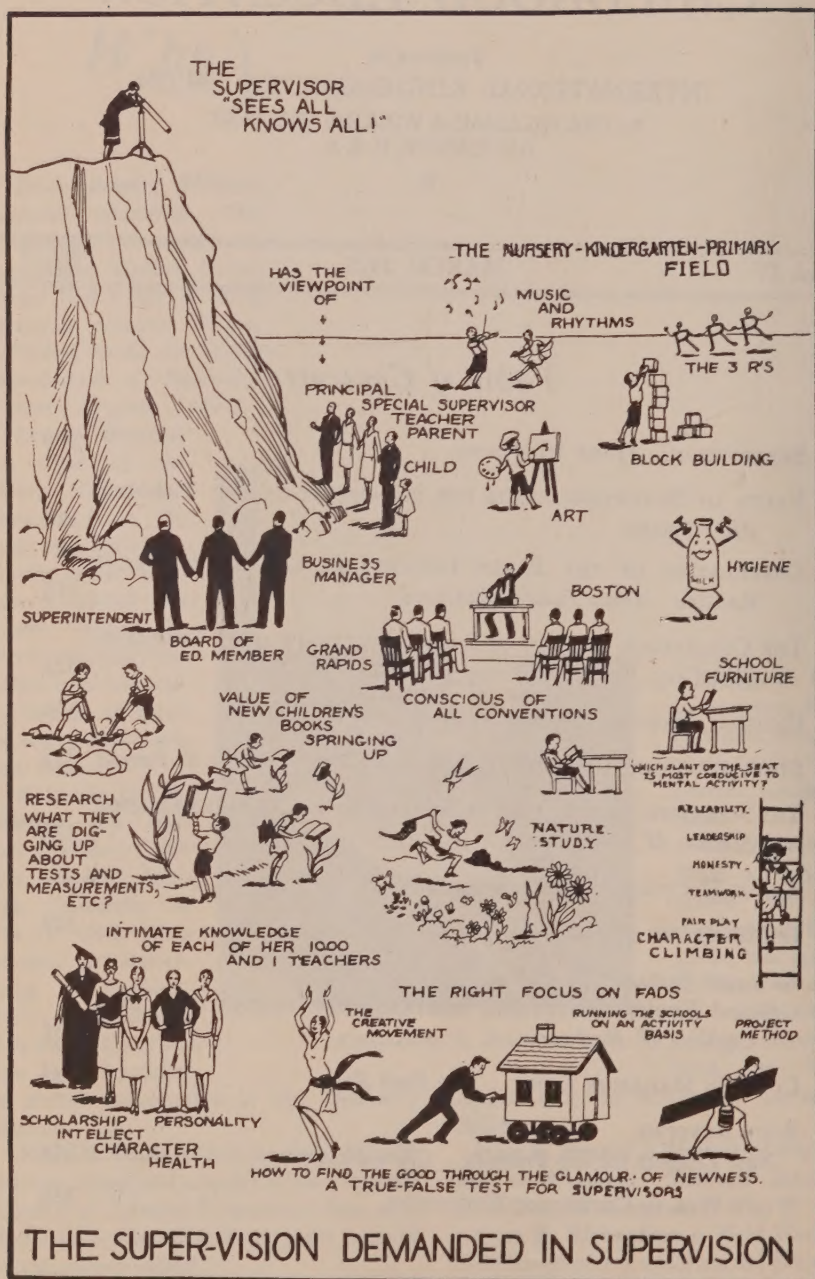
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Supervision

A GRADUATE student at Teachers College a few years ago wanted to write a book on supervision for the use of principals in his state. But he dared not use the word supervision in the title, because it was too unpopular a term in that state.

Two cases come to my mind suggesting the causes of such unpopularity. When I was a principal in Chicago my district superintendent gave a blanket disapproval of one of my teachers and told her that he would be around to see her again. Nearly every day for the next six weeks she came to my office to ask when I thought he would come; and in that time she lost thirty pounds in weight. Before the year was out she had to leave school on account of her health.

One principal of a school who had inherited a good deal of opposition from his teaching staff remarked to me with much satisfaction at the end of his first year that he had "every member of his staff licked." In such cases how little is accomplished toward improving the atmosphere of the school or the character of the instruction, and how much toward producing a fear and even hatred of supervision!

How destructive may a supervisor's criticisms of teaching be? And how can one be sincere and not be destructive?

In my study of education in Germany I was taught that most instruction has many defects; and that just as an old building must be torn down before a new one can take its place, so a recitation must be shown to have been nearly worthless before the changes necessary for a new one can be properly planned. In other words, the supervision should hold a funeral as a preliminary to an educational resurrection.

After nearly forty years of teaching since that time I reject any such conception. I confess to having held many funerals—and to enjoying them. But the difficulty of the resurrections is what changed my theory and practice.

What teachers will profit from is encouragement and stimulation, not destructive attack. The supervisor, therefore, must know how to make himself welcome, as a friend; his first duty is to be so human that teachers will be glad to see him enter their rooms.

Yet, when so much instruction is poor, how can one be sincere and avoid much negative criticism? My answer in brief is, "Discuss the future rather than the past. In the light of the past mistakes, but without an analysis or enumeration of them, plan the next periods with the teacher." In an interview with a certain teacher, after I had observed her doing very poor work for two hours, I was greatly tempted to use a club. But, under the influence of the above principle, I asked, "Where do you most want help for improving your future teaching?" She immediately mentioned one of the most needed points: and without any direct mention of the past we discussed what might be done in the next recitation along that line. Of course, my suggestions were greatly influenced by what I had seen, and she knew it. But emphasis on the remedy for certain defects is very different from emphasis on the defects themselves.

My other question for consideration is the place where the supervisor should spend most of his time. Should it be in his office or in the classroom?

In this connection I recall that two of our most noted teachers of the past generation, Col. Parker of Chicago and Dr. Sheldon of Oswego, were constantly in the classroom. There was where they got into real touch with both teachers and children, and where they found most inspiration for themselves. Each of them led his faculty in the study of children and teachers at work in class.

The supervisor must sense the high points of a teacher's efforts; and he must provide for his own growth by first hand contacts. Otherwise he is not the professional leader that he should be. But where else than in the classroom can these things be done?

It would be hardly necessary to consider that matter here, were it not that nine out of ten principals and superintendents, or supervisors, supervise mainly from their offices. And since from that location they can do little more than issue orders and carry on tests, they become mere directors, too far removed from instruction even to be called inspectors. That helps to explain why so many of them are free from any excitement over questions about instruction and why supervision is so unpopular.

FRANK McMURRAY.

Value of Supervision from the Standpoint of the Teacher

ALICE TEMPLE

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AT A conference of the chairman and two members of the editorial board of *Childhood Education* held in Washington in early December it was decided to gather some data from teachers concerning the specific ways in which they had found supervision to be valuable. Accordingly letters were sent to the kindergarten-primary supervisors in 22 city systems asking them to secure statements from four or five teachers in regard to the help which they as teachers had received from supervision.

Replies were received by the date set, January 1st, from the following ten cities: Des Moines, Iowa; Kansas City, Missouri; Minneapolis and Hibbing, Minnesota; Grand Rapids, Michigan; Hutchison, Kansas; Denver, Colorado; Hammond, Indiana; Norfolk, Virginia; and Rochester, New York. (Replies have since been received from Kalamazoo, Michigan; Logan, Utah; and New York City.) Following is a summary of statements made by 55 different teachers who participated in the investigation arranged in order of frequency.

Things done by supervisors which teachers have found helpful

- Frequency*
1. Inspired and encouraged effort and better work..... 18
 2. Demonstrated good teaching..... 18

3. Offered helpful, practical suggestions concerning methods, technique, and discipline..... 17
4. Supplied movable furniture, modern equipment, materials, and supplies..... 12
5. Offered friendly constructive criticism..... 11
6. Stimulated further professional study..... 10
7. Developed self-confidence through encouragement and appreciation. 10
8. Equalized the teaching load in the primary grades..... 9
9. Afforded opportunity to participate in making a curriculum based on the needs of young children.. 6
10. Stimulated self-analysis leading to improvement..... 6
11. Set up definite teaching aims and standards..... 6
12. Helped in diagnosing difficulties and suggested remedial measures. 6
13. Kept teachers "abreast of times" in education..... 6
14. Encouraged initiative and allowed freedom on part of teacher..... 5
15. Discovered individual teacher's possibilities and helped in their development..... 5
16. Helped with individual children (problem cases)..... 5
17. Cooperated sympathetically with teachers..... 4
18. Helped in testing, grading, and promoting children..... 4
19. Suggested helpful reading..... 3
20. Suggested an improved and elastic daily program..... 3
21. Helped in determining individual needs of pupils..... 2

| | |
|---|---|
| 22. Developed esprit de corps..... | 2 |
| 23. Conducted helpful meetings..... | 2 |
| 24. Gave a broader vision of education..... | 2 |
| 25. Supplied helpful outlines of work..... | 2 |
| 26. Indicated sources of subject matter..... | 2 |
| 27. Provided for intervisitation..... | 2 |
| 28. Showed interest in children..... | 1 |
| 29. Helped to unify the kindergarten and primary grades..... | 1 |
| 30. Provided talks by authorities in education..... | 1 |
| 31. Kept teachers alert and open- minded..... | 1 |
| 32. Provided an excellent course of study..... | 1 |
| 33. Observed effective methods and devices used by artist teachers and gave others the benefit of these..... | 1 |
| 34. Helped teacher substitute new and efficient methods for obsolete ones..... | 1 |
| 35. Offered wide professional knowledge to those new in the system..... | 1 |
| 36. Helped teacher to get good results through conscious planning rather than intuitive procedure..... | 1 |

The reader may be interested to compare this list with one published by H. W. Nutt and quoted by Barr and Burton.¹ Nutt's study involved 231 teachers in three city systems.

The two lists have many items in common and if we reclassify our list under three heads as Barr and Burton have done with Nutt's list we get very similar results. Eleven items in our list, namely; 2, 3, 5, 11, 12, 16, 18, 21, 33, 34, and 36, clearly indicate direct help with teaching problems. Indirect but effective help in improving teaching is implied in items 4, 8, 9, 13, 19, 20, 23, 25, 26, 28, 30, 32, and 35. Items 1, 6, 7, 10, 14, 15, 17, 22, 24, 27, 29, and 31 seem to show that the friendly, sympathetic, appreciative and stimulating attitude and personality of the super-

visor had much to do with the response which was secured from the teacher. There is a total of 187 items of which 72 fall under direct help, 49 under indirect help, and 66 under help due to the attitude of the supervisor. Reduced to percents the figures are 39, 26, and 35 per cent. The classification of Nutt's list made by Barr and Burton yields the following percentages: 39, 24, and 37 per cent, showing a rather interesting similarity between the two.

Following are a few excerpts from the many significant statements made by the teachers who cooperated in this little investigation. They speak for themselves.

Supervision and inspiration have become interchangeable terms to me for it is to supervision that I must attribute any professional growth which I have made. It has encouraged me to study further, to base my teaching upon a progressive philosophy of education, and to analyze my teaching critically and impersonally. The appreciative understanding with which my problems have been met and the help which supervisors with their deeper comprehension of educative values have given me made teaching a really thrilling profession.

As the result of a larger understanding of the all-round development of the child, his needs at each stage of development and the best manner of supplying these needs, the supervisor renders unlimited service in the following ways:

1. Planning rooms and equipment that meet the needs of modern education.
2. Providing a curriculum that takes into account the needs of the child at his various stages of development.
3. Equalizing the teaching load, thus giving time for the individual study of each child.
4. Providing for the child's growth by helping teachers to
 - a. Set up a daily program that gives practice to the child in planning, executing, and judging.

¹Barr, A. S., and Burton, William H. *The Supervision of Instruction*, pp. 499-500.

- b. Improve teaching technique.
- c. Diagnose children's difficulties and apply remedial measures.
5. Providing for teacher's growth by
 - a. Giving teachers a share in planning courses of study.
 - b. Inviting teachers to witness demonstrations or assemblies given by children who wish to share what they have prepared.
 - c. Giving demonstrations of work.
 - d. Encouraging suggestions and criticisms from teachers.
 - e. Providing opportunities for the hearing of talks given by people who are authorities on problems of education.
6. Through the supervisor's tactful and sympathetic manner of making known the demands of modern education, the teacher is inspired to strive for personal and professional growth.

The biggest thing has been the feeling that I have had my supervisor's sympathetic cooperation in the work I have been trying to do.

Through the supervisor's encouragement we are led to put into practice more modern methods of which we may have or may not have had previous knowledge. Being an exponent of the old time school, I might be inclined to use old and obsolete methods and ways of doing things if it were not for the supervisor.

Modern educational theories require a unification of the kindergarten-primary grades—a radical step from the distinctly separate character these units have formerly assumed. The kindergartners within the school system have

found supervision of inestimable value in co-ordinating these departments, and also in furthering their own understanding of the larger primary program. It has resulted in the organization of a splendid course of study, and in a source of generous, unfailing advice upon those problems technical, educational, and personal, which are constantly confronting the primary teacher.

By supervision, teachers have been enabled to work out through the classroom and committee meetings professional programs that have meant much to individual development and the promotion of the school system.

Realizing that all worthwhile improvement is based on individual growth, our supervision has been organized on the basis of teacher participation in the development of methods of instruction, the curriculum, and all professional activities.

Supervision has awakened my ambition to further my professional education. It has meant encouragement when things go wrong, help over hard places, and appreciation of good work done.

Supervision has helped me to see the educational significance of my work. Without it my best effort would have been more or less a matter of intuition. Results that would otherwise be haphazard have been secured by purposeful and deliberate planning through the help of a supervisor. Supervision has helped me not only to pursue these ends in my own grade but has shown me their connection with the work that lies beyond.

In the April Issue

THE TEACHER IN TRAINING

M. J. WALSH, *State Teachers College, Indiana, Pa.*
 LUCY GAGE, *George Peabody College, Nashville, Tenn.*
 AGNES DAY, *Geneseo State Normal College, Geneseo, N. Y.*

LOUISE M. ALDER, *State Teachers College, Milwaukee, Wis.*
 ROWNA HANSEN, *Western State Teachers College, Kalamazoo, Mich.*
 LIDA LEE TALL, *State Normal School, Towson, Md.*

Correlation of the Early Elementary Grades in Grand Rapids

ANNIE JUDITH BLANCHARD

Supervisor of Early Elementary Department, Grand Rapids, Michigan

A FREER type of work had already begun to be stressed in the kindergartens of the Grand Rapids public schools when, eighteen years ago, upon the resignation of the supervisor of kindergartens, I was asked to continue the work, with the added duty of correlating the work of the kindergarten and first grade.

CLOSING THE GAP BETWEEN KINDERGARTEN AND FIRST GRADE

The superintendent had for some time been urging freer methods and the closing of the "gap" which existed between the kindergarten and first grade. His desire was to see the kindergarten become an integral part of the school system. The first step was to eliminate the kindergarten materials that tended to formalism and to introduce materials that encouraged activity, the use of the larger muscles, and exercised the child's thinking power in working out his own ideas in the manipulation of these materials.

WITH MOVABLE FURNITURE

In the first grade rooms the fixed furniture was replaced by movable furniture and an informal arrangement encouraged. Many kinds of materials

heretofore sacred to the kindergarten were introduced into the first grade, and time was given on the program for the use of these materials.

WITH "DIFFICULTY"

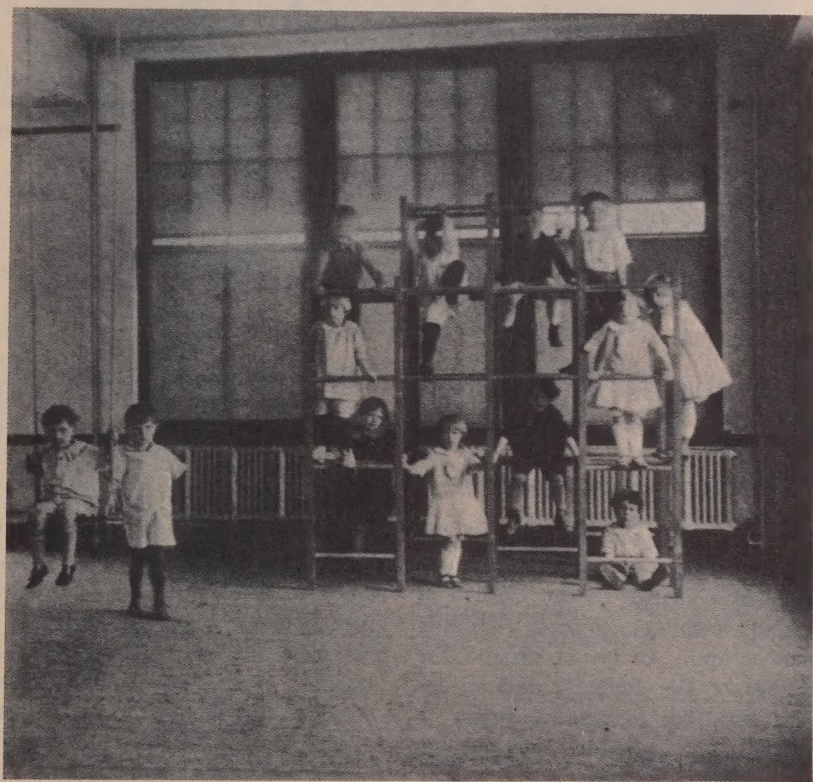
The kindergarten teachers, because of their training and close association with the younger children, led in the work, but most of the first grade teachers fearlessly followed. What they lacked in training they made up for in enthusiasm. But many obstacles were met and many discouragements had to be dealt with. There were those who looked askance upon the activities of these grades, clapped their hands to their ears at noise of block-building, and longed for the return of the times when children sat with folded hands at the table until they were told what to do, and then opened their "gift boxes" to count and from dictation made lovely little houses, chairs, beds, and beauty forms. They believed in a quiet sort of freedom. One of the criticisms of a second grade teacher, upon receiving a group of children who had come through the kindergarten and first grade under a creative-activity program, was "Why, I am having a terrible time with those children from the first grade. They will not wait for me to tell them what to do. When I give out materials they just

go to work and make whatever they want to."

For our encouragement we studied the writings of those great leaders of education who are authorities on the education of the young child, and with the help of

WITH BLOCKS

Gradually still larger materials than those at first used were introduced. The large floor blocks were placed, a few sets at a time, in the kindergartens until

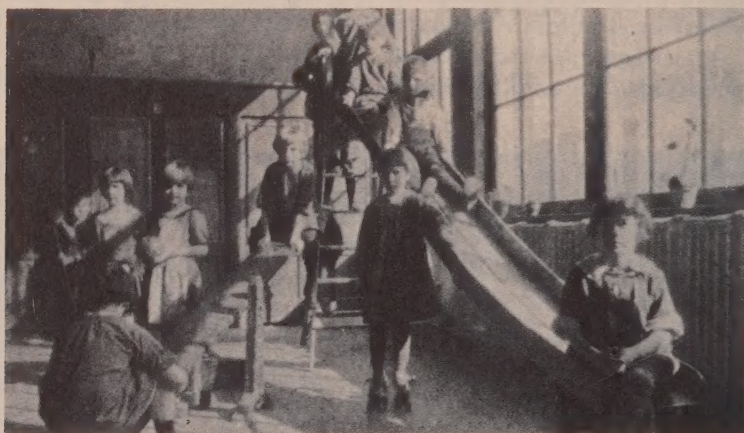


ACTIVITY-INDUCING EQUIPMENT—IN THE PRESCHOOL

our very active kindergarten club we were able to bring some of them to our city for lectures, and many of our teachers gave their summers to study in colleges and normal schools where these new ideas in education were being taught.

all were supplied, and then in the first grade. Other equipment was added, until today all of our kindergartens and first grades are equipped with the large blocks, wood, and heavy paper for construction work, work benches, garden tools, cloth and coarse materials for

weaving, and fresco paint for the large painting, and many other materials their own reading lessons soon grew in favor with both children and teacher.



ACTIVITY-INDUCING EQUIPMENT—IN THE KINDERGARTEN

that encourage bodily activity and creative expression.

BY CURRICULUM CONSTRUCTION

The change in the activities of the kindergarten, plus some criticism, almost demanded a change in the method of teaching the children to read. Reading seems naturally to center around the activities of the children, and an informal approach to reading began to develop. Our "adopted" method became rather unpopular, and making

A play store was an inspiration for a series of lessons, and the children were eager to read the lesson which they had made themselves.

After this type of reading had been carried on for a period of about two months and a vocabulary of seventy to eighty words acquired, the children were given books, the teacher choosing the book best adapted to the group. But "making their own reading lessons" continued throughout the year when an activity proved of great interest and seemed worthy of that attention.



PRODUCTS OF THE ACTIVITY PROGRAM—IN THE PRIMARY

REACHING UP TO THE SECOND GRADE

Having gone this far in correlating the work of these grades, the next step was to carry the same activities into the second grade, thus making the work continuous. Consequently in 1920 the second grade came under my supervision, and as fast as funds permit the equipment and activities of the second grade are assuming the same informal aspect.

AND DOWN TO THE PRESCHOOL

In 1925 the first preschool was added to the early elementary department of our public schools. At Harrison Park school, a very beautiful new building located in a Polish-Lithuanian district of the city, a room to care for the four-year-old children was opened and twenty children were enrolled. This school is known as "junior kindergarten" and is operated on the nursery school plan, with an equipment which encourages freedom of activity and good physical growth.

A mothers' group is very active in

cooperating with the school in studying the problems of their children. The usual mid-morning lunch is served, and once a week a noon meal is prepared and served under the supervision of the home economics department.

In September of the same year a nursery school was opened in the D. A. Blodgett Home for Children, a private institution. The board of education furnishes all perishable materials for this school, and pays the teacher's salary.

The following year, 1926, a nursery school was organized in Kensington School, an experimental school. Sixteen children were enrolled, ranging from two and one-half to three years of age. The daily program is the same as at the other two schools.

Having organized these three schools, and however faulty our organization has been—and we admit that our methods may be open to criticism—we hope to continue the preschools and shall endeavor to so correlate the work of this grade with that of the kindergarten, first and second grade, as to make a complete unit.

About the January Issue

Heartiest congratulations on CHILDHOOD EDUCATION for January! That its emphasis on Parental Education is most timely is shown by our studies of the Parent-Teacher magazines. The interest in education for parenthood and homemaking is gaining rapidly. The creative ideas you have in that number will be like seeds sown on good soil. They will take root in a thousand places, thus adding to the number of childhood's joy-makers.

JOY ELMER MORGAN, Editor

Journal of the National Education Association

We are enjoying CHILDHOOD EDUCATION very much these days. The plan of devoting each issue to a special topic is a fine one. The recent number on Parental Education is much to the point and well arranged. The photograph of "The Observer and The Observed" is very suggestive.

LOUISE C. SUTHERLAND, Director

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The Continuing Growth of Kindergarten-Primary Teachers

The Supervisor's Part in Securing It

OLIVE GRAY

Assistant Superintendent of Schools, Hutchinson, Kansas

THE purpose of this article is to point out certain conditions and influences that tend to produce discontinuation of growth in kindergarten-primary teachers, to indicate some types of growth that are commonly needed, and to list some means, problems, and aids that supervisors may employ to secure some of the types of growth that are needed.

SOME THINGS THAT PRODUCE TENDENCIES TOWARD DISCONTINUATION OF GROWTH

In the kindergarten-primary field the spirit of the teacher must be peculiarly venturesome and vital if, in the time subsequent to the more or less probationary early years of service, it is to continue resistant to many conditions and influences that foster non-progressiveness, self-complacency, and disinclination for further striving. Among the conditions and influences that seem unfavorable to growth are:

1. *Influence due to the detachment commonly experienced by the kindergarten-primary group within the institutions while they are being prepared for teaching.* In some training institutions the kindergarten-primary curriculum is so highly

specialized as to subjects included, as to student group, and as to faculty staff conducting the training, that during their preparation for teaching students pursuing that curriculum live in much detachment from the students and faculty in other departments and participate but meagerly in fields of knowledge other than those immediately usable in kindergarten-primary teaching. When they go into a public school system after following this mode of life from two to four years it is natural for them to think of themselves as a sharply differentiated group and to lack the consciousness of having a wide range of interests, problems, skills, and responsibilities in common with the other teachers of the system. This fosters the detachment of the kindergarten-primary group within the schools, and the detachment, in turn, deprives them of stimulating contacts that would help them to grow professionally. It is essential that teachers pursue a specialized curriculum in their training. Measures to prevent loss of touch with other educational interests and forces need to be adequately developed.

2. *Influence due to failure of teacher training institutions to open up to future teachers the vast realms of activity and*

scholarship possible within kindergarten-primary education. If such possibilities were revealed in ways that would make teachers feel the impetus to investigate and to study, this impetus could later eventuate in ever-growing knowledge and outlooks. The "certificate of kindergarten-primary proficiency" should not come to be regarded by those who receive it as evidence that the outer boundaries of that realm have been reached, the field gaged, and the territory conquered. Occasionally a training institution sends teachers out possessed of such knowledge of kindergarten-primary education as happens to exist and to be highly regarded at the time the students are in training, but fails to impress them with the need of continuing to be students of education, or to make them conscious that they will soon need to revise many practices and opinions that are currently accepted at the time the training is given. Occasionally kindergarten and primary dogma is so highly emotionalized during training, and is stamped in with so much finality that the exercise of critical discernment later may seem to the student to be almost disloyalty.

3. *Administrative lack of integration of the teaching staff.* The education that is carried on in the kindergarten and primary school seems more or less occult to many of those who have the administrative direction of pupils and teachers. Knowing that kindergarten-primary teachers, in preparation for their field of work, have pursued some technical courses with which they themselves are not conversant, some superintendents and principals distrust their own power to recognize what should and what should not occur in those classrooms. It is, perhaps, but human that some

teachers encourage such distrust and thus safeguard their division of the school system from interference that they regard as uninformed. And so it comes about in some schools that the kindergarten-primary teachers have exemption from stimulating types of guidance and control which superintendents and principals know to be helpful in relation to teachers of other divisions of the school system but which they hesitate to exercise in relation to teachers of the kindergarten-primary division. Thus, it sometimes comes about that these teachers carry on in much detachment from their fellows in other divisions, giving little to them and receiving little from them; scarcely striving for advancement of themselves, and scarcely having touch with the advancement of the others.

4. *Lack of suitable provision for growth in service.* Often not enough account is taken of the specialized character of the work done by kindergarten-primary teachers when plans for their training in service are projected. Through experiences with training-in-service projects unsuitable *for them* to which they have, notwithstanding, been expected to be loyal some kindergarten-primary teachers come to take the position that it is quite undesirable for the school system to make any provision for them to grow in service. They may be correct in believing that what is likely to be proposed may have little value for them, but they themselves are, nevertheless, unfortunate if they are allowed to continue in the school system without constantly increasing their professional assets. Even more is it unfortunate, if because of the inability of the system to offer them something that actually keeps them growing, they become indifferent

to growth, or acquire attitudes of professional smugness.

5. *Community regard for the long-established kindergarten-primary teacher.* There are conditions that usually tend to soothe a kindergarten-primary teacher who has been long in the same position instead of to induce in her a desire for new activity and growth. The affection and prestige that it is normal for a citizen to accord to one who has been his kindergarten or primary teacher, or to one who is the early teacher of his children, soon builds up community sanction for her regardless of what are the merits of her work as measured by the standards of modern kindergarten-primary education. It must be a vital-spirited teacher, indeed, who can receive such precious and merited tributes and yet lay aside what her profession has outgrown and strive for its newer knowledge and proficiencies.

6. *Restrictive and short-visioned supervision.* We who supervise do not always encourage kindergarten-primary teachers to employ the best knowledge and procedures that their training and personality make them able to use. We sometimes ask for measurable and objective results when we have not allowed the time required for sound growth and development in the children, and when we have not particularly encouraged superintendent and principals to provide the conditions favorable to types of growth that teachers know, and we know, should be occurring in the pupils. Sometimes we ask only that our directions be followed, not that they be understood and discussed with us. Sometimes we fail to keep our purposes and practices duly appraised by aid of the best knowledge that applies to kindergarten-primary education. When

we thus supervise we afford conditions that tend to make teachers indifferent to continuing professional growth.

SOME TYPES OF GROWTH THAT SUPERVISORS FIND COMMONLY NEEDED

Companionship with young children, and leadership of them, can be best exercised only by teachers who are eager-minded, venturous about gaining new experiences and new knowledge, discerning in spirit, and informed. In school systems in which one person must supervise kindergarten and primary grades along with all the grades of the elementary school, it is often quite impossible to give the needed intensive oversight to each week's primary and kindergarten work; but, in such situations, it is not impossible to accomplish a good deal toward stimulating and directing teachers in continuing growth that is very fruitful of better teaching. Some of the things that the supervisor who accepts responsibility for the continued growth of kindergarten-primary teachers often needs to do are the following:

1. To keep teachers abreast of contemporary large movements in kindergarten-primary education and related fields.

2. To acquaint them with the more recently developed technical resources for carrying on their work.

3. To increase their acquaintance with newer educational theories and to induce more discrimination about the practices in their field.

4. To relate themselves helpfully to their associates in the other divisions of their school system.

5. To keep alive capacity for inquiry and sensible variation in their own practices.

SOME MEANS, PROBLEMS, AND AIDS THAT SUPERVISORS MAY EMPLOY TO SECURE TYPES OF GROWTH THAT ARE NEEDED

I. Some means of securing growth in teachers are:

1. *Teachers' meetings of a type in which the supervisor presents information.* She presents information that teachers may be unable to secure themselves without what would amount to undue effort for some of them. This includes information that is not to be expected without extensive study and scholarship and exceptional range of reading facilities. Perhaps half or two-thirds of the time that such a meeting is in session should be occupied by the informational feature, the facts having been selected because of their real significance. They should be arranged and stated as unacademically as possible. Informal discussion of ideas that arise from the facts that are stated should be given considerable time. Books and articles that discuss interesting phases of the matters presented should be mentioned so that it is possible for teachers who wish to do so to read further about the topic.

2. *Teachers' meetings of the work-conference type.* The supervisor, or the teacher, projects specific problems and all contribute whatever they can toward the solution of the proposed problems. Such conferences may be concerned with problems of policy and procedure, or they may involve investigations to ascertain what are facts, or they may consist of the treatment of collected facts in order to interpret them accurately or base action upon them.

3. *Teachers' meetings that are largely exchange of their current teaching experiences and problems within the local staff.* If significant experiences are brought out

and the discussions are held to the point, such meetings can be very valuable both in disseminating successful practices and in affording teachers needed opportunity to talk to understanding and appreciative persons about important things that they are doing. The exchange of experience type of meeting should be interspersed throughout a calendar that includes other types.

4. *Teachers' meetings of the reading-report type.* In such meetings teachers present excerpts or digests of topics or articles on which they have prepared. The contents of reports should be selected and organized for the purpose of illuminating specific points, not for the purpose of presenting all the article contains. Sessions should not usually be entirely occupied by reports on reading. Questions and applied values should be given a place in the session.

5. *Meetings for the study and analysis of instructional materials.* Typical activities in such meetings: To determine analytically the specific content and treatment of materials being used or of materials that are being considered for use, to discover ways of utilizing materials more helpfully, to make comparisons among materials, to prepare budgets of instructional supplies and rank the various items as to immediacy of need.

6. *Work groups.* A few persons assemble to work under the guidance and with the assistance of the supervisor in producing something needed, as: To prepare accessory reading materials, to plan units of work in nature study, to plan units of work in social life, to plan the grouping and handling of exceptional pupils, to make and arrange collections of pictures needed for specific uses in kindergarten or primary work, to collect

and arrange songs and records needed for specific correlations in kindergarten or primary grades, to prepare lists of standard equipment for carrying on certain specific pupil activities, to work out desirable attainment lists for definite units of work, etc.

7. *Display collections for teachers.* Newer things suitable in kindergarten-primary education as they come from supply houses, toy shops, art dealers, music dealers, publishing firms, etc., are stimulating when assembled and kept for examination by teachers. Of course most of them should be partially evaluated before placing them in the collection. Pupil products from the local schools, or from other school systems, may be included if likely to be helpful. Charts showing data about pupils' ages, mental ages, school achievement, etc. in kindergarten-primary classes, if used judiciously, are of value. Catalogs of supplies used, or usable, in kindergarten-primary classrooms are especially good if varied enough. Catalogs of institutions that offer particularly good courses for kindergarten-primary teachers of considerable experience, may have such courses marked and be placed in the collection to which teachers go when they come to the supervisor's office.

8. *Loan library.* Collection of books of high value to teachers in kindergarten-primary education, choice pupils' books, journals, monographs, and bulletins relating to matters of interest to teachers and to parents, valuable kindergarten-primary courses of study, books of projects, source books for lesson content, etc.

II. Some topics and problems for use in securing growth of teachers are:

1. *To keep teachers abreast of large*

movements in kindergarten-primary education and in related fields:

a. The evolution of kindergartens and of kindergarten practices in the United States.

b. Movements toward the unification of kindergarten and primary education.

c. Current conceptions of the curriculum in kindergarten and primary grades.

d. Some contributions of the newer psychology to the education of young children.

e. Tendencies and practices in "Creative Education."

f. Theories and activities involved in preschool education.

g. The growing literature of kindergarten-primary education.

h. Auxiliary organizations that are concerned with the education of children, primarily during the first nine years of life, and what they are doing.

2. *To acquaint teachers with some more-recently-acquired technical resources for kindergarten-primary work:*

a. Some newer types of construction materials for children. Their educative uses and limitations.

b. Developments in picture books for kindergartens and primary grades. Some desirable picture books and their values and uses.

c. Recent primers, and readers for each of the primary grades. Contents, methods, merits, uses.

d. Newer materials for use in teaching counting and numbers. Values and uses.

e. Best plastic and graphic materials for kindergarten-primary children. Their qualities, values, and educative uses.

f. Pictures now available for specific purposes in connection with portions of the kindergarten-primary curriculum.

Where they may be obtained. How they may be made to contribute to that portion of subject matter with which they are needed.

g. Better facilities for making, displaying, and taking care of word cards, number cards, original lesson materials. What is needed, what is available. How best used.

h. Best toys for kindergartens. Qualities, sources, uses.

i. Sources from which to obtain best poems and stories for use in connection with various units of the curriculum. Merits of each poem or story and ways of making it contribute most.

j. Recent sources from which teachers can gain valuable nature material. Uses of such materials.

k. Supplies for carrying on educative games and study seatwork. Some merits, uses, and sources of the newer supplies.

3. *To increase familiarity with newer educational theories and stimulate discrimination about their own practices and standards:*

a. Recent and contemporary educational research in matters that pertain to kindergarten and primary education. An account of some investigations and findings.

b. Recent experimentation and investigation in child health, nutrition, growth. Its significant contributions.

c. The newer knowledge of mental hygiene in childhood and its applications in kindergarten-primary school life.

d. Some kindergarten and primary professional lore that is now generally disbelieved or disputed.

e. What progressive educators now regard as desirable attainments and outcomes of education in kindergarten;

in the first grade; in the second grade; in the third grade.

f. The functions, procedures, and limitations of self-initiated work, and of directed work in kindergarten-primary education.

g. What are the opinions held by authorities concerning the values and limitations of training in phonics and concerning the amount and kind of such training at each stage of learning to read?

h. What has recent research in the learning of arithmetic contributed to kindergarten and primary teaching?

i. What pre-reading experiences should be afforded before beginning formal training in reading?

k. Some prominent conceptions to be found in the newer books that treat of kindergarten and primary education.

4. *To encourage kindergarten and primary teachers to relate themselves helpfully to their associates:*

a. Sample cross sections of actual day's activities presented by teachers representing each grade and each year of high school—their work as they conceive of it in educating children.

b. What should kindergarten children bring with them into first grade? As conceived by kindergarten teachers. As conceived by first grade teachers.

c. The first-grade education of a child. As conceived by kindergarten teachers. As conceived by first-grade teachers. As conceived by second-grade teachers.

d. The second-grade education of a child: What there should be to build upon and what should be done with it. As conceived by first-grade teachers, by second-grade teachers, by third-grade teachers.

e. A child's grade-by-grade growth in

ideas and power to communicate them. Each stage described by teachers of that stage, through elementary and high school.

f. Demonstrations or displays that show the progress that children ordinarily make in some particular subject matter or activity through succeeding years.

5. To keep alive the capacity for inquiry and sensible variation in their own practices:

a. What aspects of kindergarten training are being most successfully dealt with in our schools and what least successfully? What changes are needed to make the latter more successful? (Same problems about first-grade training, second-grade training, third-grade training).

b. What practices that we follow are much emphasized in newer courses of study for kindergarten-primary grades? Which practices of ours seem to have been discontinued or modified in school systems with quite recent courses of study? What scientific justification does there seem to be for certain changes?

c. What differences should there be between the activities and attainments of kindergarten pupils in their beginning semester and in their second semester of training?

d. What articles in educational journals describe practices that would be innovations in our kindergarten-primary schools?

e. How can the content of our literature course be better adapted to kindergarten and to each primary grade? What investigations already made can we utilize in connection with this problem? How might we secure evidence in our own schools that would be helpful?

f. What can be done to adapt holiday observances better to the stage of interest and ability of kindergarten children? Of first-grade children; of second-grade; of third-grade? How can such observances be made more continuously educative? What progression from grade to grade, if any, is to be discovered in the holiday projects offered in good courses of study and in descriptive articles in school journals?

A Dozen Books Useful in Securing Growth of Kindergarten-Primary Teachers

- BURKE, AGNES, and Others. *A conduct curriculum for the kindergarten and first grade.* New York, Charles Scribner's Sons, 1923.
- GARRISON, CHARLOTTE G. *Permanent play materials for young children.* New York, Charles Scribner's Sons, 1926.
- KRACKOWIZER, ALICE M. *Projects in the primary grades.* Philadelphia, J. B. Lippincott Co., 1919.
- LOSH, ROSAMOND, and WEEKS, RUTH MARY. *Primary number projects.* Boston, Houghton Mifflin Co., 1923.
- MCLAUGHLIN, KATHERINE L., and TROXELL, ELEANOR. *Number projects for beginners.* Philadelphia, J. B. Lippincott Co., 1923.
- MATHIAS, MARGARET E. *The beginnings of art in the public schools.* New York, Charles Scribner's Sons, 1924.
- MOORE, ANNIE E. *The primary school.* Boston, Houghton Mifflin Co., 1925.
- PALMER, LUELLA J. *Play life in the first eight years.* Boston, Ginn & Co., 1916.
- PICKETT, LALLA H., and BOREN, DURALDE. *Early childhood education.* Chicago, World Book Co., 1923.
- SALISBURY, ETHEL I., and Others. *An activity curriculum.* San Francisco, Harr Wagner, 1924.
- SLOMAN, LAURA GILLMORE. *Some primary methods.* New York, Macmillan Co., 1927.
- TROXELL, ELEANOR. *Language and literature in the kindergarten and primary grades.* New York, Charles Scribner's Sons, 1927.

Unusual Programs of Supervision

The Grade Leader

THE supervision of the grade schools of Lebanon, Pa., is worked out largely through the Grade Leader Plan, a method devised by the superintendent.

As a *First Grade Leader*, I was selected by the superintendent from a list of four teachers who were chosen by a vote of the twelve first grade teachers in the city. This group of three with the leader as its chairman may present to the superintendent any new plan or scheme or may ask for whatever they see fit for the improvement of the first grade schools.

About every two or three weeks the Grade Leader's Class is given into the care of a special substitute and the leader visits and observes probably three or four different first grade rooms. It is distinctly understood by all teachers that only constructive criticism or comment will be given anywhere by the leader. All teachers know that the leader hands to the superintendent a written report of her favorable observations. Things looked for are, room decoration, seat work, attitude of the children, attitude of the teacher, and teaching technique, but she fears no negative criticism. As a result, the leader is given a warm welcome, teacher and leader are at their ease. Both are working out the same problems from a slightly different individual angle, but they are on the same level. There is no superiority. Should there be a few minutes before school or a recess period,

time is all too short for talking over troubles that beset them or ways and means that have helped.

If the leader sees any device or plan which she thinks can be handed on, she asks the teacher who has used the method or device to demonstrate or explain it at the general monthly grade meeting. The first four grades usually attend such meetings.

Probably the greatest good is derived from the monthly meeting when the grade meets by itself. With the leader in charge, each teacher feels free, in a most informal manner, to talk over any part of the work that is giving trouble. It is at this time that we compare notes as to whether we find a new system of writing working out well; whether we have tried and found a free work period satisfactory; whether this new work or that new book is an improvement; or what can be done to help such and such a child. Occasionally the superintendent is present at these meetings.

Besides the reports of visits and meetings which are handed to the superintendent, the leaders of the six grades meet with the superintendent monthly and together they discuss ways and means of furthering the progress and happiness of the children in the grades.

GEORGETTE C. KEATH.

The Supervisory Committee

For a number of years the school district of Portage township (Houghton, Michigan) has not employed a kindergarten supervisor. In order to coordi-

nate the work and provide adequate suggestions to new and inexperienced teachers coming into the system a supervising committee has been formed composed of three successful and experienced kindergarten teachers. This committee meets monthly, discusses kindergarten problems and prepares outlines with detailed suggestions for all the kindergarten and sub-primary teachers in the district.

Inexperienced teachers having sub-primary classes in the remote rural sections of the district are assigned visiting days in the rooms of certain kindergarten teachers where the work in which the teacher needs help is especially well done.

The outline serves two main purposes: first, as a guide to the superintendent in making suggestions and evaluating the work of the teachers, and secondly, as a valuable handbook for teachers.

The outline is the product of the combined experiences of successful kindergarten practices in the local schools and conforms to modern scientific educational methods. The teachers themselves feel a vital interest in the success of the suggestions in the outlines. They are more critical of the outlines than they would otherwise be. The development of the outlines offers ample opportunity for initiative and cooperative effort.

The outline consists of subject matter and aims and is divided into the following subjects:

- Music
 - a. Singing
 - b. Appreciation
- Rhythm
- Games
- Stories
 - a. Rhymes
 - b. Dramatization
- Language

- Construction
- Art and handwork
- Projects and seasonal activities
- Writing and numbers
- Hygiene
- Care of the room
- Nature study

To date only those responsible for the outlines have met with the superintendent or offered suggestions. It is the plan to hold a number of conferences with the other kindergarten and sub-primary teachers the second semester in order to get suggestions for improvement.

The following evaluation of the method of supervision and suggestions has been made by the chairman of the kindergarten committee and will receive favorable consideration.

VALUE OF OUTLINES

1. To the school as a whole:
 - Unifies work of all schools.
 - Unifies work of all kindergartens.
2. To superintendent and principal:
 - Enables them to judge more quickly what is being accomplished and gives them a better understanding of the work.
3. To the kindergarten teacher:
 - Definite idea of what she is trying to accomplish and the specific aim for each subject.
 - Simplifies grading and classifying of each child.
 - Certain amount of work to be accomplished in a given time.
 - Each teacher has a chance to help build up outline and to exchange ideas.
4. To new teachers in system:
 - Helps them to organize their work more quickly.
5. To primary teachers:

Gives them a definite idea of work being accomplished in kindergarten.

Prevents duplication of work in first grade.

6. To visiting teachers and parents:

A glance at outline will show the connection of one day's work with another and the aim in view.

SUGGESTIONS TO IMPROVE SUPERVISION

We could profit by:

An opportunity to observe work in other kindergartens outside of Houghton. At least two visiting days a year.

An opportunity to meet with first grade teachers and make the relation between the kindergarten and first grade closer and the jump between less noticeable to the child.

Regular visiting days for parents once every other month.

GLENN K. KELLY.

Superintendent— Supervisor—Special Aid Teacher

An integrated cooperation in the elementary grades of Winfield, Kansas seems to be functioning well with a three-part division of supervisory responsibility. This supervisory staff is made up of the superintendent of schools, the supervisor of tests and measurements, and the special aid teacher. For several years the special aid teacher has been visiting each of the five elementary schools composed of kindergarten and grades one to six for the purpose of giving special help to pupils in each grade who were doing failing work in the basic subjects. The supervisor of tests and

measurements has kept careful records on an adequate test program for several years and in addition has done very effective personnel work in both the elementary and secondary schools.

With some thirty-five teachers in the elementary schools much consideration was given to the question of effective supervision. At the opening of this school year, broad assignments indicative of supervisory responsibilities were made as follows: The superintendent—*What shall we teach?* Special aid teacher—*How shall this subject-matter be organized and taught?* Supervisor of tests and measurements—*How well or with what results are we doing this?* As an aid in carrying out this plan frequent and frank conferences of the staff were necessary.

The following is a summary of the responsibilities assigned to each member of the supervisory staff.

A. Superintendent of public schools

1. Caring for the general administration of the school
2. Integrating the administrative and functional activities of the school
3. Suggesting the major aspects of the course of study
4. Conferring with those assigned to definite problems in all fields
5. Supplying the teaching materials recommended
6. Motivating all phases of school work
7. Directing the supervisory program
8. Serving on the supervisory staff

B. Supervisor of tests and measurements

1. Directing the program of tests and measurements
2. Aiding in psychological interpretation of practice materials
3. Suggesting remedial work
4. Making case studies
5. Passing on the validity of our educational procedures
6. Doing extensive personnel work
7. Conducting research
8. Serving on the supervisory staff

C. Special Aid Teacher

1. Coordinating of instruction and subject matter among grades and buildings
2. Suggesting divisions of subject matter into teaching units and time organizations
3. Considering the teaching processes and outcomes
4. Assuming responsibility for supplementary materials
5. Considering the needs of teaching materials
6. Equalizing teaching loads and having control of transfers
7. Approving promotions
8. Communicating with homes in some problem cases
9. Formulating plans for closing of school work
10. Serving on supervisory staff

The teachers were acquainted with this cooperative plan for advancing the educational program by means of a diagram. The teachers are given a large measure of independence and the function of supervision is regarded largely as teacher-help, inspiration, and finally a coordination of educational activities.

For purposes of supervision the primary unit consists of kindergartens, and grades one and two. These seven-

teen teachers meet every two weeks for a forty-five minutes discussion of studied chapters of the *Unified Kindergarten and First Grade* by Parker and Temple. Applications of the Laws of Learning and desirable learning activities receive major attention. This is paralleled by similar meetings of the twenty teachers of grades three, four, five, and six on *Modern Educational Theories* by Bode.

Additional features of interest in vitalizing this supervisory program are the group meetings of the teachers of each grade to confer with each other on subject-matter progress and methods of instruction. Each group has its own chairman. General meetings are held frequently for general matters. The supervisor of tests and measurements follows a battery of tests with a sheet of suggestions to the teacher which is helpful in analyzing the performance of any or all the children of the room.

Perhaps the chief claim for this cooperative integrated plan of supervision is the pragmatic sanction that it works. Its success depends upon confidence, understanding, energy, valid judgments, and charity. It is not perfect.

LYDIA S. BERNSTORF.

"Messengers of Friendship" to Mexican Children

A new adventure for the increase of world friendship, this time with Mexico as the object, has been planned by the Committee on World Friendship among Children, Federal Council of Churches. Encouraged by the success of the "doll messengers of friendship" exchanged between the children of the United States and Japan, the committee is inviting classes in public and private schools and in Sunday Schools, and groups of boys' and girls' clubs such as the Boy and Girl Scouts, the Junior Red Cross, and others to send to the school children of Mexico "friendship school bags" to be distributed on Mexico's Independence Day, September 16, 1928. The plan has received the official approval of Mexico's Vice-Minister of Education, who will superintend the distribution. Information should be secured from the Committee on World Friendship among Children, 289 Fourth Ave., New York City, before any group begins on the project.

State and County Supervision in the South

HATTIE S. PARROTT

State Supervisor Elementary Instruction, North Carolina

WORKERS in the field of rural school supervision today are more than ever concerned about the conditions and needs of the early elementary grades in the public schools. Because of the scope of the rural work and the limited number of supervisors in each county intensive and economical planning and procedure are necessary in order to accomplish reasonable and satisfactory standards of attainment. To give each child in his early school years his rightful opportunity to grow and develop physically, mentally, and socially, there must be careful consideration of principles of school organization, of training teachers in service, and of increasing both the quality and quantity of instruction. In the realization of these main purposes of supervision the state and county supervisors work together in a well-planned program for making the rural schools more responsive to the physical, mental, and social needs of the school child. The discussion as follows gives the main points in this program from the viewpoint of the state supervisor.

SELECTING THE COUNTY SUPERVISOR

The work with the county rural school supervisor has its beginning in the first conference with the prospective appli-

cant held prior to recommendation for the position. This conference is both desirable and practicable, and as a rule no one is recommended for the position of rural school supervisor unless we have at least discussed together the state program of supervision in general and have reviewed in some detail the applicant's preparation for the work. The contacts afforded by these conferences are of mutual benefit. On our part, a very great deal is learned about the chief interests and ambitions of the applicant, the strong and weak points in her personality and her attitude toward the work. A personal estimate of more or less general nature based on these facts is a very helpful supplement to the detailed record of the applicant's training and experience presented with the recommendations of instructors and superintendents with whom she has worked. On the other hand, the prospective supervisor has the opportunity during this first conference, to obtain many facts about the program in general which enable her to give intelligent consideration to the proposition presented. No supervisor should seriously consider accepting a new position without first having a fair knowledge of important details in connection with the work, and it is our purpose in these preliminary conferences to inform the prospective

applicant of the aims, purposes, and nature of the program which rural school supervisors are expected to carry out in our state. In connection with the selection of supervisors we consider these conferences a most important phase of the work with the county school supervisor.

SURVEY OF COUNTY SITUATION

However, the real work with the supervisor begins when she arrives in the county in which she is to work. Believing that it is highly important for the new supervisor to get the right start in the work or if it happens that an experienced supervisor has the initial program of supervision in a new county that the program should be properly organized from the beginning, we plan a conference with the county superintendent of schools as early as possible after the supervisor arrives in the county. The purpose of this conference is to outline in some detail the program of supervision for the year. The first step in making out a constructive county-wide plan of supervision is a brief preliminary survey of the county in order to get before us as accurately and as fully as practicable all the facts concerning the school situation. We do not attempt a technical survey but the three of us, the county superintendent, the rural supervisor, and the state supervisor together, make a careful study of the county map. We learn the general topography of the county, the location of roads, schools, homes, and churches, where the centers of population are, and tentatively decide upon the strategic points for the location and building up of efficient elementary and high schools, and determine which of these strategic points shall be selected for the group centers or

demonstration schools in this county-wide plan of supervision. These central or demonstration schools are selected on the basis of evident possibilities for growth into unit schools of standard grade when the county-wide plan of consolidation has been adequately worked out.

Along with the study of the county map, the superintendent presents from his office records, facts concerning the number and type of schools; the school population of the county and approximately of each designated group of schools; the number of principals and teachers, their training and experience, signifying potential leadership among the groups; the general plan of conducting the work of the schools during the previous year and some of the most important results of the program.

Other facts assembled at this time have to do with the present plan of school and community organizations: the plan for the professional improvement of principal and teachers conducted the year before; what the school records show concerning pupil progress and achievement with special reference to reading, language, and arithmetic; types of teaching followed generally in all subjects taught; the number of outside agencies working directly with the schools, their individual programs, and the possibilities of working cooperatively with these agencies in a unified and coordinated program carried out under the direction of the county superintendent of schools.

DETERMINING PROCEDURE

Following the survey or assembling of important facts concerning the schools, the next step in program-making is the discussion of three important factors in

the organization of the work and a definite understanding of their relation to the program. First, the selection of the elementary school subject which should receive special emphasis in the program for the year; second, the nature and extent of the program of standardized tests in the grades; and third, the plan of directive supervision with the high school principals cooperating.

These three topics (and possibly in some instances others of less importance) determine to a great extent the method or procedure adopted in carrying out the program. With these matters decided, and after a most careful study of all the facts before us we proceed with the work of outlining first, the big objectives or goals to work toward; second, the best method or procedure in attaining these goals; and third, a definite plan for checking or measuring results of the work for the year.

ADMINISTRATIVE FACTORS

With this background of information furnished by the brief survey and study, the program is outlined and then organized around certain definitely stated administrative factors which are known to be both practical and logical in carrying out a constructive county-wide plan of supervision in any type of county in any section of the state. These factors so important in the successful administration of the program are:

1. The annual educational conference held prior to the opening of the rural schools.
2. The group teachers' meetings (two series, one in the fall and one in the spring) held on school days.
3. The county-wide teachers' meetings held on Saturdays at intervals during the school term.
4. The group commencements for each organized group of schools and the educational day program for groups of unit schools, held two or three weeks before the closing date for the schools.
5. The county commencement held at or near the close of the school term.
6. Group conferences with the county superintendent, county supervisor and school committeemen held at each central school in the county after the close of the schools within the group.

In this organization of the year's work through the programs for each of these meetings, the annual conference, the group and county-wide meetings, the group and county commencements, great care is taken to so plan that the unity and continuity of the program may be insured—that the well-defined and worthwhile objectives set up at the beginning of the year may be surely and steadily realized as the work proceeds and the program progresses.

Following this work of planning and organizing the bigger steps in the year's program, the superintendent and supervisor together work out the details. This detailed program is then printed in the form of a handbook of information which is distributed throughout the county.

VISITING CLASSROOMS

After the schools are opened and in fair running order a series of visits to the classrooms of various types of schools are made with the supervisor. The purpose of each of these visits is largely determined by the needs of the individual supervisor, as for instance, it may be difficult for the supervisor to select a demonstration teacher for the group teacher's meeting; to analyze a particular lesson observed; to diagnose classroom situations as regards classification and grouping of pupils, classroom management, teaching technique; or, adapt-

ing the course of study to the needs of the various groups of pupils. All of these visits are definitely planned and if the supervisor has no special or immediate problem, the time is given to visiting the grades in selected schools with the supervisor and principal with a view to aiding the principal in his efforts to carry out his obligation in the plan of cooperative supervision. Another purpose of the classroom visits with the supervisor is to initiate new features in the program, as the organization of a group of pupils who are more or less unadjusted to regular grade work, usually beginning with the first grade and forming a section or group of children who are not yet of first grade readiness and planning ways of furthering the development of this special group.

Each of the group center and unit schools are given as much direction and guidance in the organization of the school and the improvement of classroom instruction as the supervisor has time to work with the principal and his teachers. These central schools are concentrated upon in an attempt to make them real demonstration centers for all the teachers of the county.

DEMONSTRATIONS AND GROUP MEETINGS

In working with the supervisor some time is given to the study of the needs of these demonstration centers and especially in preparation for special group meetings when all the teachers of the group spend the day in observing and studying the school as a whole to the end that the group center as well as all the other schools of the group may be greatly benefitted by the procedure.

The new supervisor usually needs assistance in defining clearly and definitely the objectives for the meeting and to so

plan her procedure that the teachers will not dissipate their time and observation upon too many different things and leave the meeting with no definite and worthwhile contributions in their minds from the work of the day. Studying the supervisor at work in conducting one of these meetings gives opportunity to see her greatest need and in discussing with her the plans for the next meeting to follow we attempt to profit by this working together. A better preparation is made for the next meeting in that the supervisor plans more carefully the objectives for her teachers and better organizes her method of conducting the program for the day. For instance, if she is concentrating on reading she leads the teachers to make a real study of the one or two demonstration lessons, helping them to analyze the procedure and to work out together the underlying principles of the teaching of reading in any grade.

COUNTY MEETINGS

At the county-wide meetings which are to a certain extent inspirational and which deal with things in general the one point on which the supervisor needs greatest help is in making sure that the program is an integral part of the proposed program for the year. The carefully planned and successfully conducted meeting will be another step toward attaining the goals set up and the unity and continuity of the year's program as a whole is strengthened. The important thing is to get very clearly in mind the very definite part that this meeting should play in the accomplishment of certain goals and to understand the relation of the county-wide meetings to the annual conference and group meeting programs held previously.

This principle of "carrying through" each program for meeting the big purposes of the work of the year will lead to success in achieving progress along many lines in school improvement. Encouragement is given to the supervisor in experimentation which tends to give wider acquaintance with underlying principles, and recognition is also given to individual initiative expressed in the development of the details of her county-wide plan of supervision.

EVALUATING ACHIEVEMENT

Next to planning the program and the work of setting it in motion in the various schools of the county, strengthening the operation of the same as much as possible from time to time, the most outstanding and worthwhile accomplishment in the supervisor's work is the successful closing up or completion of the program for the county as a whole and a definite and clear presentation of the standards achieved along the lines emphasized for that particular year. All the work of checking results for the year, of finding out to what extent the

goals were attained is centered in the group and county commencements held near the close of the rural schools. The programs for these commencements prove the success of the year's work and show the progress made in the schools from year to year.

At the close of the school year, a three-day conference at the state department is held when the state and county supervisors come together for the purpose of presenting and evaluating the outstanding accomplishments and worthwhile achievements in the work of the year. The state supervisor in organizing the program for the conference plans very definitely to assist the county supervisor in her efforts to make the greatest contribution possible from her work during the year. From these contributions the program for the coming year's work is improved and outlined for further development. As indicated, the county supervisor's program of work grows and develops in efficiency and effectiveness from year to year, progressing as rapidly as it is able to meet the demands of the modern county school system.

SPRING DAY

JOSEPHINE M.

Los Angeles High School

Lavender rain from a shining sky,
Lavender, white, and shadow blue,
Gently falling the whole day through.

Silvery mist on the apricot trees,
Low and soft, though the sun of spring
Should be teasing and tearing the whisperry thing.

And who could tell from a distant hill
That the mist and rain through the frail sunshine
Could be apricot bloom, and wisteria vine.

ANTHOLOGY OF STUDENT VERSE

The Scientific Supervision of Reading in the Primary Grades

ELEANOR M. JOHNSON

Director of Elementary Education, York, Pennsylvania

THE major objective of supervision is the improvement of instruction. This primary aim may be analyzed into two minor problems, namely, the learning process and the teaching process. The problem of the supervisor is to guide each individual teacher so that she may skilfully use all the materials of instruction at her command and the best known teaching technique in her endeavor to control the learning process through the teaching process.

But in realizing the above aim supervision must proceed upon a more scientific and objective basis than has been the case in the past. Someone has said "objective tests have been devised for determining the efficiency of the schools in relation to standards." To this statement we may well add that objective measures may and should be used to determine the efficiency of supervision in analyzing and improving instruction. Supervisors must more and more view their jobs, in part, as efficiency experts analyze production in the field of industry. The supervisor of the future will be called upon to show in terms of human lives as well as in dollars and cents that she is turning out a better product.

In September, 1926, the writer began her work as director of elementary education in the York, Pennsylvania City Schools. At once she needed to know the weak and strong places within the school system in order that she might give intelligent aid. The reading situation of that city was analyzed as set forth in the following pages.

The following survey tests were given throughout the city during a certain week designated as test week in September, January, and May.

Gray Oral Check Tests to approximately 900 pupils in Grade One.

Thorndike McCall Reading Scale to approximately 1600 pupils in Grades Two and Three.

Charts I and II show the status of reading for the entire city during the school year 1926-1927.

Chart I should be read as follows: In September, 1926, 843 second grade pupils were given the Thorndike McCall Reading Scale. Of this total number 169 pupils were up to grade in reading ability, 54 children were above their grade in reading, but 620 pupils or 74 per cent of the total number were below the reading score appropriate for second grade children. By May, 1927, the per

cent of second grade children below grade in reading had been cut to 44 per cent, showing a gain of 30 per cent. During the summer there was a loss in reading ability so that when the reading tests were given in September, 1927, the total gain was but 21 per cent.

Chart II gives the same information by half-grades in terms of reading scores at the beginning and end of each semester

tests are invoked to assist in the solution of a definite educational problem—such as the diagnosis of reading abilities and disabilities for each school, grade, class, and pupil. Records of tests must be made available to teachers and it is the business of the supervisor to assist her teachers to interpret and use the results of the tests in the solution of their classroom problems. Then the improvement

CHART I. READING STATUS IN GRADES 2-3 FOR THE YEAR 1926-1927

| GRADE | DATE | NUMBER PUPILS TESTED | PUPILS AT GRADE | | PUPILS ABOVE GRADE | | PUPILS BELOW GRADE | | GAIN |
|-------|-----------------|----------------------------|--------------------|----------|-----------------------|----------|-----------------------|----------|-----------------|
| | | | Number | Per cent | Number | Per cent | Number | Per cent | |
| | | | | | | | | | <i>per cent</i> |
| 2 | September, 1926 | 843 | 169 | 20 | 54 | 6 | 620 | 74 | |
| | May, 1927 | 754 | 218 | 29 | 206 | 27 | 330 | 44 | 30 |
| | September, 1927 | 901 | 219 | 24 | 207 | 23 | 475 | 53 | 21 |
| 3 | September, 1926 | 763 | 120 | 16 | 167 | 22 | 476 | 62 | |
| | May, 1927 | 745 | 151 | 20 | 319 | 43 | 275 | 37 | 25 |
| | September, 1927 | 829 | 150 | 18 | 341 | 41 | 338 | 41 | 21 |

CHART II. GRADE SCORES IN READING FOR THE BEGINNING AND END OF EACH SEMESTER YEAR 1926-1927

| GRADE SCORES | SCHOOL GRADE | | | | GRADE SCORES | SCHOOL GRADE | | | |
|------------------------------|--------------|-----------|----------|-----------|-----------------------------|--------------|-----------|----------|-----------|
| | 2 Low | 2 High | 3 Low | 3 High | | 2 Low | 2 High | 3 Low | 3 High |
| National norm..... | 2.0 | 2.5 | 3.0 | 3.5 | National norm..... | 2.0 | 2.5 | 3.0 | 3.5 |
| City norm, September, 1926.. | 1.5 | 1.8 | 2.3 | 2.8 | City norm, February, 1927.. | 1.5 | 2.3 | 2.8 | 3.1 |
| City norm, January, 1927... | 2.3 | 2.7 | 3.1 | 3.8 | City norm, May, 1927..... | 2.3 | 2.8 | 3.7 | 4.0 |
| Gain..... | 0.8 | 0.9 | 0.8 | 1.0 | Gain..... | 0.8 | 0.5 | 0.9 | 0.9 |

Note: A score of 1.5 indicates the fifth month of the first year.

for the year 1926-1927. In nearly every half-grade almost a year's progress was made during each semester of four and a half months.

Charts I and II are of value to the supervisor only in a limited way. They disclose the general reading situation throughout the city as a whole. The giving of standardized tests is a valueless undertaking unless the results of these

of instruction becomes a cooperative enterprise.

Accordingly the following records were sent to each school and teacher each semester one week after the survey tests were given. Chart III shows the level of attainment of each half-grade in an individual school in comparison with the city norm and national norm.

Chart IV shows the distribution of

scores for the same school whose general level of attainment was shown in Chart III. Such information concerning each school in the city aids the supervisor to select those schools and teachers who are in need of immediate assistance.

It was suggested that each semester the teacher should make large oaktag class graphs so that pupils might know their respective reading scores in relationship to the class norm and the na-

ment and assists her to group her class into homogeneous sections for instructional purposes.

ANALYSIS OF TEST RESULTS

When the supervisor began to analyze the test results the following facts were disclosed.

1. A wide variation in the ability and achievement of pupils of the same age and of the same grade.

CHART III. BUILDING, CITY AND NATIONAL MEDIANS FOR EACH HALF GRADE, SEPTEMBER, 1926, AND SEPTEMBER, 1927

| | SEPTEMBER, 1926 | | | | SEPTEMBER, 1927 | | | |
|---------------------------|-----------------|------|-------|------|-----------------|------|-------|------|
| | L II | H II | H III | H IV | L II | H II | H III | H IV |
| National median..... | 2.0 | 2.5 | 3.0 | 3.5 | 2.5 | 3.0 | 3.5 | 4.0 |
| City median..... | 1.5 | 1.8 | 2.3 | 2.8 | 1.5 | 2.3 | 2.9 | 3.6 |
| Your building median..... | 1.5 | 1.5 | 2.6 | 2.9 | 2.3 | 3.0 | 3.5 | 4.0 |

CHART IV. DISTRIBUTION OF SCORES FOR SCHOOL SHOWN IN CHART III

| SCHOOL GRADE | SEPTEMBER, 1926 | | | | | | | | | SEPTEMBER, 1927 | | | | | | | | | | |
|------------------|---------------------------|-----------------------|---------------------------------------|---|---|----|---------------------------------------|---|---|-----------------|---------------------------|-----------------------|---------------------------------------|---|----|----|---------------------------------------|---|----|---|
| | Number of children tested | Number at grade level | Above grade level—number of semesters | | | | Below grade level—number of semesters | | | | Number of children tested | Number at grade level | Above grade level—number of semesters | | | | Below grade level—number of semesters | | | |
| | | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 |
| 3H..... | 17 | 5 | 2 | 1 | | | 4 | 1 | 3 | 1 | 9 | 2 | | 1 | | | 4 | 1 | | 1 |
| 3L..... | 16 | 1 | 3 | 2 | 2 | | 1 | 3 | 4 | | 14 | 4 | 3 | 3 | | | 3 | | 1 | |
| 2H..... | 11 | 0 | | 1 | | | 4 | 6 | | | 13 | 5 | 4 | 1 | 1 | | 2 | | | |
| 2L..... | 16 | 2 | | | 1 | 13 | | | | | 23 | 7 | 14 | | | | 2 | | | |
| Totals..... | 60 | 8 | | | | 12 | | | | 40 | 59 | 18 | | | 27 | | | | 14 | |
| Per cent..... | | 13 | | | | 20 | | | | 67 | | 30 | | | | 46 | | | 24 | |
| Gain 43 per cent | | | | | | | | | | | | | | | | | | | | |

tional norm. At the end of the semester the bars were extended to show the progress made by each child.

Such graphs demonstrated that the range of achievement within any given grade is wide. For that reason each teacher retains a class record sheet which shows this wide diversity of accomplish-

2. Pupils were poorly graded and poorly classified.
3. Teachers' judgments of ability and of achievement are often faulty and need to be supplemented by scientific measurements.
4. There is a great difference in abilities of teachers to teach and in methods of instruction and much instruction is capable of improvement.

5. Many bright pupils are being handicapped for lack of opportunity to do their best work and many dull pupils are not treated fairly because of being pushed beyond their ability.
6. A vital reorganization of instruction was necessary.

MEANS USED TO IMPROVE INSTRUCTION

Since Chart I disclosed the fact that 74 per cent of our first grade children entering the second grade in September were below grade in reading, the following means were employed to remedy this condition.

I. Classification of all pupils in grades 1-3 into slow, average, and fast groups according to their ability. For purposes of classification the following criteria were used:

- A. Results of intelligence tests
- B. Results of achievement tests in reading
- C. The teacher's judgment

(Each group was given materials and the types of instruction suited to its needs and was permitted to progress at different rates. Thus the teaching difficulties due to the presence of pupils of widely differing abilities in a single class were removed.)

II. Junior first grades were organized for beginning first grade children who were chronologically six years old but mentally only four or five years old when measured by intelligence tests. A new developmental curriculum which ignored the teaching of reading was prescribed for these pupils. The outcomes of this departure are proving most valuable to the subsequent school life of these children who are being made happier by the elimination of depression and failure of competition with bright pupils.

III. Individual difficulties were diagnosed by means of standardized and informal tests.

IV. The improvement of the teaching act itself was realized by means of the following supervisory program.

- A. An extension course for credit in the psychology and pedagogy of reading was given for primary teachers under the direction of the writer. The course was organized to give teachers a vision of the problems of a modern reading program and to give skill in the necessary techniques for effectively carrying out such a program. In organizing this course the instructor started with with the problem: What do teachers need to know to teach reading effectively? Accordingly the work was centered about the following eight major reading objectives in which children should receive training and practice in grades 1-3 and in which teachers need aid in understanding and in setting up appropriate teaching techniques.

1. Ability to comprehend facts
2. Ability to follow directions
3. Ability to organize ideas
4. Ability to reproduce
5. Ability to do independent thinking
6. Ability to read orally
7. Ability to read silently with a fair degree of speed (grades 2-3)
8. Vocabulary development in meaningful situations
9. Permanent interests in reading

(Demonstrations of materials and methods and practical assignments all of which were carried out in each teacher's classroom were an integral part of the course.)

- B. Demonstration lessons were conducted by the supervisor and by selected teachers to show how to give training in different reading abilities at different achievement levels.
- C. Intervisitations between teachers were arranged by the supervisor for teachers to see types of work illustrated in which help was needed. These directed observations were carefully planned and later discussed by the supervisor and teachers observed and observing.

- D. Bulletins, setting forth specific reading objectives and various techniques to give training in the same, were issued.
- E. An adequate supply of supplementary reading materials appropriate for each grade were provided for every teacher. These materials are moved from building to building each month. Thus, every grade is supplied with fresh reading materials every month.
- F. Diagnostic informal tests were used to give detailed information concerning each pupil's reaction to practically every reading selection. Teachers were taught to construct these tests for the different reading abilities stressed. Thus, instruction was individualized without raising administrative difficulties. Perhaps these tests did more to bring about better results in the teaching of reading than any other one means employed.
- G. Records of supervisory visits were made on small cards and were discussed and given to the teacher observed. These records set forth the good points observed during the reading lesson and listed *specific constructive* suggestions which served to clarify the teacher's thinking and acted as reminders of how to improve the teaching act. A sample record which gives the items of information recorded is given below.

Teacher..... Date.....
 Group Observed...Z....

- I. Good points
 - A. Teacher preparation—excellent
 - B. Blackboard seatwork assignment—fine
 - C. A minimum of lip reading
- II. Reading objectives provided for
 - A. Directed lesson: ability to organize ideas
 Technique used: cooperative outline
 - B. Seatwork assignment: ability to comprehend facts
 Technique used: completion test written on blackboard

- III. Pupil participation—very good, both in directed lesson and seatwork assignment
- IV. Provision for individual differences
 x y z groups and individual comprehension check tests
- V. Suggestions
 - A. Could we not meet the needs of some of the slower pupils by making provision for group work with flash cards under the direction of a pupil leader each day?
 - B. Your z group seem to be reading material which is a little hard for them. Greater progress will be made if they are given easier selections for a time.
 - C. Let us emphasize phonics to a greater extent with the z group than with your x group.

Chart I shows that 283 children in grades 2 and 3 who were below grade in reading in September 1926 were brought up to grade or above grade by September 1927. Looking at this matter from a financial basis alone we may say that failures represent wasted teaching, teaching bought and paid for but which has failed to result in proper development and which must be repeated and paid for again. York's school bill each year is approximately \$75 per child. 283 salvaged children at \$75 each represents \$21,225 reduction in the amount of wasted teaching annually as figured on the bare cost of instruction alone.

A supervisor who applies to her problem of improving instruction all the known and available scientific aids cannot only save money for a school system but can save the loss resulting from the failure to educate children who can be educated.

Art as It Functions

EUGENIA ECKFORD

Tower Hill School, Wilmington, Delaware

HERE is, I believe, on the part of every teacher, and especially those of the lower grades, a desire to make ART a real part of the child's life. It is fully recognized that a child's very nature, mental and physical, turns to creating in lines and forms and color through such mediums as wood, paint, paper, or clay. We have reached a stage in our social development where we appreciate the value of art, not from a decorative point of view alone but because we know that whenever art is expressed the entire tone of our lives is elevated. Neither business nor leisure can do without it and certainly the school that gives it its due place is including a stone in the child's foundation that will make for everlasting strength.

But art education up until of very late has been only for the talented or for those who wished to become art teachers. Thus the grade teacher not fully appreciating her native ability hesitates to do much in the way of teaching art for fear that she is not able to do it well. Teaching art, to me, does not mean necessarily being able to paint or draw but rather an ability to help others see *beauty* and to create it so that there is a joy in the doing. Naturally a knowledge of composition, color, tools of drawing such as perspective and human form are to be desired but these will come to a certain degree through working out a problem

with the children. There are no short cuts to real art appreciation. Its value lies in the gradual growth day by day, but there are certain principles and elements that are so fundamental and logical that with even a short study of them a person is equipped to better express himself in terms of art. Having given several six weeks summer courses in art I well understand how much can be gained in a short time. It is as Chaucer said, "The Crafte so longe to learn, the tyme so shorte." But we can in even so short a while open our eyes to the world about us and see art in its many manifestations.

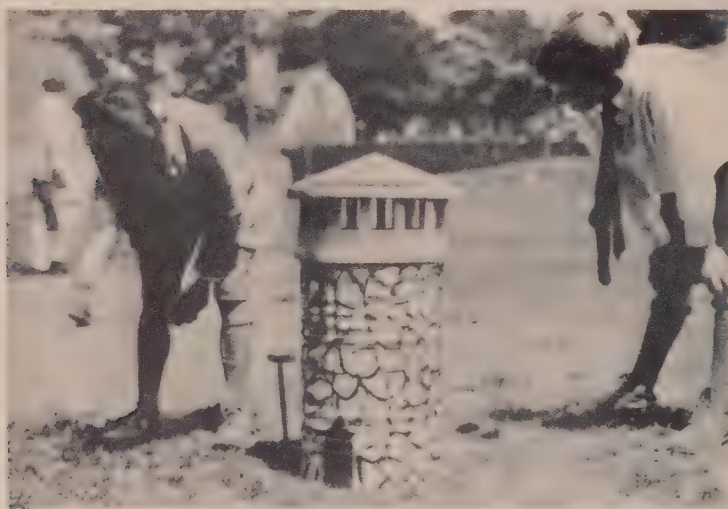
So it is with this article. I wish to show how in a particular situation art was able to give outward expression to a subject that third grade children were studying. I do this in the hope that it may be of help to other teachers with similar problems.

WILMINGTON IN MINIATURE

At Tower Hill School, Wilmington, Delaware, the children in the third grade have for the past three years been interested in Wilmington as *their* home. Because of this interest they have made a study of the city—the history and present activities. Quite naturally they wished to build a miniature one, to paint pictures of the time when the land was inhabited *only* by Indians and later when it became the home of the Swedes, and

lastly of it today, a busy seaport city. Here undoubtedly was a desire to say something and a need for *art* to make it audible. I shall not say that this activity was Industrial art or Fine art but rather that, as the children painted their pictures and built their homes,

their father worked. Quickly the plan grew and took shape in wooden boxes of different and convenient sizes, but always with the idea that the buildings must be kept in proportion and as true to the original as possible. Often in a problem of this kind the children will consider



BUILDING WILMINGTON—THE WATER TOWER

factories, tower and office buildings, and made their book, they used all the principles of art which any artist or architect might employ in doing the selfsame thing.

CREATIVE CONSTRUCTION

Most of the children wished to build the home they lived in or the office where

the interior of their homes as well as the outside but not so in this case. The desire was to produce a city such as you might see by airplane or walking down the street.

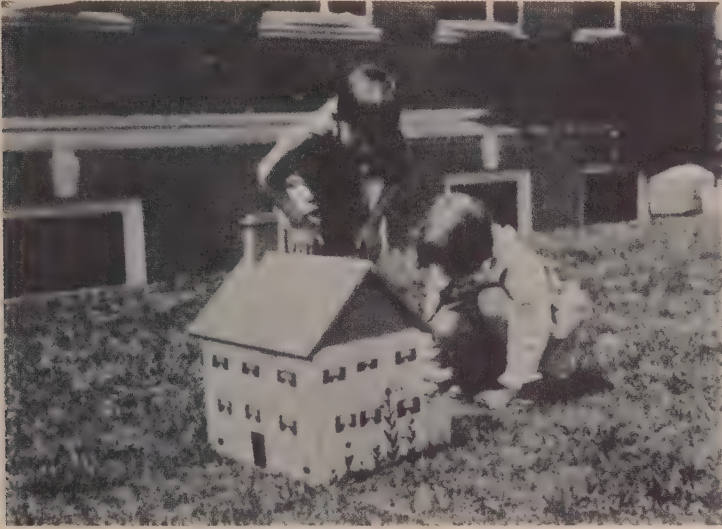
Not only were boxes used but also such material as best suited a particular need. Ingenuity was called upon to help solve the problem of the tower. The



FRIEZE—LANDING OF THE SWEDES

result was an old gun-powder can for the base and for the porticoes and top, wood was used. (See illustration.) The greater part of this work was done in the manual arts room but it could be done in the classroom provided there was no other place. The children came to the

the construction of the buildings. Some children wished to express their ideas through pictures. These were incorporated into a book of Wilmington that told the history, past and present. The book was a complete problem in itself and was made upon the portfolio plan. A



BUILDING WILMINGTON—A RESIDENCE

problem with an adequate knowledge, gained from previous years, in the use of tools, paints, and wood. It enabled them to undertake more difficult plans—thus growing all the while.

PICTORIAL EXPRESSION

As is true with such problems the entire class was not all occupied with

case cover with loose leaves. Here was an opportunity for cooperation and reward of good work for only the best went into the book. Here was also the need for drawing and painting which were used because they helped the child to express in colorful form his ideas. It is at this point that the teacher, with no art training, may say, "How can I help



FRIEZE—SETTLEMENT OF THE SWEDES

the child not only to express his ideas but do it so that he is growing in his ability to handle paints and form and such matters as perspective?" It means just this, that the teacher must put herself into the spirit of each picture and judge whether the child has used

are taught to observe the world about them—to see how a road seems to come gradually towards you rather than standing on its head in a perpendicular position they will be learning how to express perspective as truly and more naturally than if you taught them all



BUILDING WILMINGTON—A FACTORY

colors that harmonize, has made you see the thing he wished most to express and has drawn it so that it is recognizable and has a feeling of life. We can not hold the entire class up to one certain standard of development except in as much as we hold each child to the very best he or she can do. Children are very good judges of not only their own work but of other peoples and if they

the rules. There are two things that children appreciate: *encouragement* and *good work* and the teacher who can discover the creative spirit in the child and hold him to his best will have done more to help teach him art than one who might have taught all the rules of drawing.

MURAL DECORATION

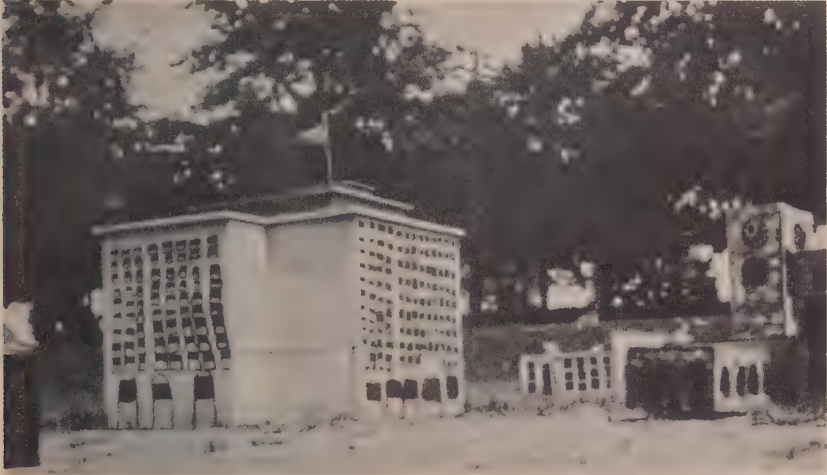
Not only were these third grade chil-



SECTIONS FOR FRIEZE—WILMINGTON OF TODAY

dren interested in making pictures for their book but also for the walls of their room. These pictures took the nature of a frieze twenty inches high and seventy-two inches long. The third grade in 1926 depicted the landing of the Swedes and their first settlement, as seen in

In both of the friezes there is a delightful rhythmic movement due to the lines of the trees, water, hills, and figures which, with the subordination of interest, gives a unity to the whole. Not only is there rhythm of line but also of the light and dark masses as can be seen from the

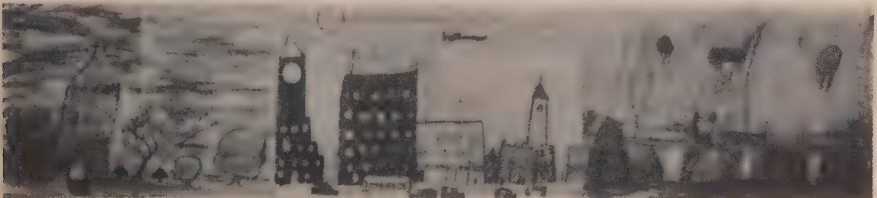


BUILDING WILMINGTON—AN OFFICE BUILDING

the illustrations. This, too, was a class problem. The paintings were made first and the best selected, from which the frieze was made. Show card paints were used and applied upon a muslin sized with paste that had been tightly stretched over a wooden frame. Except for the outline the painting was done freshly upon a canvas thus keeping that spontaneity of the child's original work.

photograph. Unfortunately the color is lost but it too has a fine harmony with a feeling for interest and balance.

The children in this year's class are in the process of making a third and last frieze—that of Wilmington today. The group of six drawings is part of a nucleus for this last frieze. These are drawn with wax crayons on unprinted newspaper, a medium which gives a



SECTIONS FOR FRIEZE—WILMINGTON OF TODAY

richness of color, freedom of movement and requires little cleaning up afterward. The plan for this frieze is a water front with the city buildings in the background, thus carrying out a unity of idea and proportion. The same kind of canvas and colors will be used.

In the third grade of the Maryland State Normal School, where the children were studying their homes and the city where they lived, their interest ran to making very large paintings fifty or sixty inches high of the buildings and parts of the city of Baltimore. When finished these were placed in a continuous line around the room which gave the

impression of a city. Show card colors, large brushes, and brown wrapping paper were used. These materials make for a freedom of ideas and movement in form which is much to be desired in the work of little children.

When art comes into the classwork as a vital, inseparable part of the work, the child gains in knowledge and the love of creating as he could not so easily do were the art just another subject. It is now a language for him—a very important one and he no longer asks “why must I draw this” but rather, “how can I” or, “please let me.”

YOU ALONE KNOW

You can fool most everybody else, but YOURSELF—NEVER!

You know whether you are any nearer your goal this minute than you were six months ago or six years ago.

You know exactly how doggedly, day in and day out, you have studied and worked to perfect yourself.

You know whether you have spent more time in hoping and dreaming than in multiplying effort.

You know how easy a mark you have been for alibis of seventy different kinds.

You know exactly how much spare hours have meant to you.

You know whether you have thought there was “plenty of time” or whether you were insistent upon arriving.

You know whether that glorious vision of your goal, which gripped you last year and made everything else seem secondary has been dimmed because you have ceased to care.

You know whether your ideals have often been traded for passing pleasure.

You know the sacrifices you have made to lift yourself onto a higher level.

You know with what determination you have refused to be disheartened when results were slow in coming.

You know—and you only—the price you have paid, or have refused to pay, to make good on your promise to “arrive.”

And knowing these things, as no one else can know them, can you honestly say that you are making real progress—that you are actually getting somewhere?

You may keep the secret to yourself, but YOU know!

THE WISCONSIN JOURNAL OF EDUCATION

In Memory of Elizabeth Harrison

Not till the day is done
And the sun is set,
Not till the shadows fall on garden and hill,
And the misty rain and the creeping autumn
chill,
And the night steal on:
Do we thank God for the sun,
And the light that is gone.

—FREDA GARDNER MORGAN.

It is not until death has come, as Mrs. Morgan so beautifully suggests in these lines dedicated to Elizabeth Harrison, that we can begin to see a life in perspective and to evaluate its service to the world, and even then we are too close to see clearly. Surely of this life, however, it is not too much to say that there is no other who has done more to popularize the child study movement or to bring parents as well as teachers to recognize the importance of right education at the beginning. Elizabeth Harrison was a pioneer with all the courage, enthusiasm, and unselfish consecration that have characterized those men and women who have given their lives for new movements and great causes. She was deeply impressed in young womanhood by the principles of education on which the kindergarten is based; she saw in them a practical way of bringing a new social order to pass, and she devoted herself unreservedly to teaching what to her was a religion as well as a profession.

Miss Harrison was born September 1, 1849, in Athens, Kentucky, and she died October 31, 1927 in San Antonio, Texas. Her elementary and high school education was completed at Davenport, Iowa. Her initial kindergarten training was taken with Alice Putnam in the Froebel Kindergarten Training School, Chicago, later she studied in St. Louis, New York, and abroad. All of her teaching was done in Chicago,

where she first opened a kindergarten in the Loring School. In her efforts to awaken the parents to a realization of the needs of their children, she interested Mrs. John N. Crouse who declared that every mother in Chicago should have this instruction in child training. Miss Harrison and Mrs. Crouse established the Chicago Kindergarten College in 1886 and dedicated it to the training of mothers and teachers of young children. For thirty-three years Miss Harrison served as president of the College, resigning from active work in the fall of 1920 when she became president emeritus. This institution, now the National Kindergarten and Elementary College, is a living memorial to her vision and steadfastness of purpose.

Miss Harrison was one of the first women to appear on the program of the National Education Association. Prominent organizations sought her constantly for their most important meetings. She had unusual breadth of thought and spiritual insight, and on the platform possessed great skill in selecting timely themes and remarkable fluency of speech, keen imagery, and dramatic power. Her first series of lectures was published in 1890 as her first book, *A Study of Child Nature*. It has passed over fifty editions and has been translated and published in eight foreign languages. Several other books have come from her pen; among them are *Misunderstood Children*, *Two Children of the Foot-hills*, *Some Silent Teachers* and *In Storyland*.

In her busy life she found time to serve in offices and on committees for many organizations, national and local, the two to which she was most devoted being the International Kindergarten Union and the National Congress of Parents and Teachers. She touched vitally every group of which

she was a part, and she became one of the determining factors in forming policies of child welfare everywhere she served.

What of the personality that won Elizabeth Harrison a host of friends the world over? Brilliant in repartee, fascinating in variety of mood, deeply and openly appreciative of every honest effort, and as eager to know as a little child, she was a rare companion. It was, however, her

overflowing interest in and love for humanity, for the individual, which so greatly endeared her to those who knew her and which in a measure explain the largeness of her service and the strength of her appeal. She had a genius for discovering possibilities in the rough and for putting the courage of her own conviction into struggling lives.

EDNA DEAN BAKER.

WILL YOU RATE CHILDHOOD EDUCATION

*On the Contribution its Contents Have Made to Your Work This Year
And Make Suggestions for Increased Service Next Year*

1927-28 IN REVIEW

The Series of Special Numbers

| | |
|-----------|-------------------------------|
| September | THE CREATIVE IN CHILDREN |
| October | CLASSROOM ACTIVITIES |
| November | CHILDREN'S BEHAVIORS |
| December | CHRISTMAS NUMBER |
| January | PARENTAL EDUCATION |
| February | CHILD HEALTH |
| March | SALIENT PHASES OF SUPERVISION |

| | |
|-------|-------------------------|
| April | THE TEACHER IN TRAINING |
| May | VACATION EDUCATION |
| June | CONVENTION NUMBER |

Supplementary Features

Art, Music, Stories
Book Reviews, Magazine Index
Who's Who, The New and Notable

Ask Yourself These Questions:

1. Is the Special Number organization helpful?
2. Has my field of work received sufficient consideration?
3. Have the music page, art articles, and stories been useful to me?
4. Do I find what I want in the supplementary sections: New and Notable, Who's Who, Book Reviews, and Current Magazine Index

LOOKING FORWARD TO 1928-29

Tell Us the Answers to These:

1. What subjects for special numbers would you suggest?
2. What change in balance of material:
 - (a) nursery, kindergarten, and primary
 - (b) professional and practical
3. Should there be more or less music, art, and stories?
4. What additions or subtractions should be made in the supplementary sections?
Journal plans for next year will be crystallized at the meeting of the Editorial Committee in Grand Rapids.

Send in your suggestions for increasing the service of CHILDHOOD EDUCATION by March fifteenth, so that Mary Dabney Davis, chairman Editorial Committee may organize them for presentation at the Committee meeting.

In replying, you need not repeat the questions. Merely number your answers 1, 2, 3, and 4 as indicated in the outline. Mail replies to 1201 16th St., N.W., Washington, D. C.

It is the aim of CHILDHOOD EDUCATION to become indispensable to educators in the nursery-kindergarten-primary field. Only by knowing your needs can we give you maximum satisfaction.

The New and Notable

Grand Rapids Convention, International Kindergarten Union

APRIL 16 TO 19, 1928

On April sixteenth to nineteenth, the International Kindergarten Union will hold its thirty-fifth annual convention at Grand Rapids, Michigan.

Invitations have been sent to affiliated organizations: the World Federation of Education Associations, the National Education Association, the National Congress of Parents and Teachers, and the General Federation of Women's Clubs, urging them to send representatives to the convention. Invitation has also been extended to the National Council of Primary Education which, because of its similar interests, is always well represented.

The Executive Board was unanimous in its approval of the general plan for the organization of the convention program as worked out so ably by our past president, Alice Temple. The four day plan will be continued this year, with necessary preliminary committee meetings preceding convention week.

The program which we have in mind will be a unified early elementary one, including aspects of nursery school and parental education. Grand Rapids offers an excellent opportunity for the observation of the nursery-kindergarten-primary unit in its public schools, and the plans for worthwhile, helpful observations are being carefully mapped out by Elizabeth Webster, assistant supervisor in kindergarten-primary grades. "Little curriculums" will be in the hands of all visitors, to give them not only the detail

for their special observation, but a bird's eye view of other phases of the work going on in each grade.

Some of the interesting topics which are being planned for afternoon and evening meetings are *Beginnings in Education; Teacher Guidance, Supervision, and Training in Nursery-Kindergarten-Primary Education; Classroom Learnings in Nursery, Kindergarten, and Primary; Nursery Schools and Parental Education; and World Neighbors* which we hope to make the apex of our interest and our thinking, when the world's children and their education is presented to us. The speakers will include leaders in education, in administration, and in classroom teaching, and will appeal to interests of teachers in each of these fields, to parents and students. Among those who will speak are: Patty Smith Hill, Columbia University; Leslie A. Butler, superintendent, Grand Rapids, Mich.; Clarence Cook Little, President, University of Michigan; A. H. Hughey, superintendent, El Paso, Texas; Caroline T. Hedger, Elizabeth McCormick Foundation; Thomas Alexander, Columbia University; Elizabeth Rotten, leader in the New Education Movement in Germany; Ada Hart Arlitt, University of Cincinnati; Alice Thorne, Columbia University.

Vital reports of what the working committees have accomplished or are at work upon, will be given at morning meetings, and from past experience, delegates know that these are never dry and dusty, and that they cannot afford to miss them.

The Vice-Presidents, May Hill of Cleveland, Ohio, and Evalina Harrington of El Paso, Texas, are canvassing the East, West, and reaching out to far countries for delegates and for reports of activities. They are planning a Delegates'

Day which will be a gay one and a representative one. A prominent place will be made for the ex-presidents, those who have given to the International Kindergarten Union of their strength and their wisdom in the past, and for students now in kindergarten-primary training schools, getting ready to give of their youth and their enthusiasm to the future of the International Kindergarten Union.

The Delegates' luncheon, brief visits to the great furniture marts of the world, receptions and teas, tucked in between the real business of the convention, will be part of the order of the days, ending with the Symposium supper, for which the local committee has already made some delightful plans.

On Friday, April 20, the local chairman, Charlotte B. Pope, has planned a "Play Day" for delegates who can remain to do some further visiting and to see places of interest near by. On that date, Patty Smith Hill, chairman of Nursery School Curriculum Committee, is planning for a Nursery School Round Table, if arrangements can be made, and it is hoped that many kindergarten and nursery school workers will remain for this meeting.

The greatest spirit of cooperation and interest in the coming meeting prevails in the convention city. The Superintendent of Schools, Leslie A. Butler, is vitally interested in the success of the convention and is giving generously of his services, while the parent-teacher associations, women's clubs, teachers and principals of high schools, and city officials are giving the local committee their heartiest support.

The general meetings are to be held in two very beautiful churches centrally located, and everything that can be done for the comfort and interest of the delegates is being considered. We expect fifteen hundred delegates at the meetings. Are you going to be one of them?

CAROLINE W. BARBOUR,
President.

Reduced Railroad Rates for the Convention

A reduction of one and one-half fare on the Certificate Plan has been granted for members of the International Kindergarten Union and dependent members of their families and the arrangements will apply from any point in the United States.

If you are not a member of the Union send in your \$1 membership dues at once so as to take advantage of the reduced railroad rates.

Complete information concerning the certificate plan will be sent with convention credentials to all members.

Personal-Professional

One hundred per cent membership in the International Kindergarten Union has been attained by the year-old Battle Creek, Michigan branch. The club is giving a movie to raise funds for the Grand Rapids Convention.

The Perry Kindergarten Normal School has added to its staff, Sina Pederson, teacher of nature study. Permit us to correct an error in our November issue: we stated that Dorothy Rundlett was *formerly* head of the English Department in Higham, Massachusetts—she still retains that position and teaches at the Perry Kindergarten Normal School in addition.

A Conference on Problems of Curriculum Building at the Teachers College of Indianapolis, January 27th and 28th had many I. K. U. people on its program: Alice Corbin Sies, Frances Dearborn, Ruth Patterson, Grace L. Brown, Lillian Mitchell, Faye Henley, Mabel M. Osgood, and Blanche Fuqua.

William Kilpatrick, Harold Rugg, and Florence Mateer, whose names are familiar to our readers, spoke at the Mid-West Conference on Child Study and Parent Education held under the auspices of the Chicago Association for Child Study and Parent Education, February 16th to 18th.

Current Magazine Index

SYMPOSIUM—PRESENT DAY PROBLEMS OF EDUCATION

Contains a symposium of eight papers on Education—Its Present Day Problems. These deal almost wholly with colleges and their problems. One article, *A New Spirit Among American Teachers* by Joy Elmer Morgan speaks for all teachers in enumerating nine things which teachers believe need immediate attention. These are proper training of teachers, revised salary schedules, improvement of rural schools, making curricula fit immediate needs, elimination of retardation, child accounting in the community, books made available, libraries extended, and lastly, a Department of Education with a Secretary in the President's cabinet. "In the faith that the destiny of the race is in education and that the real makers of history are the molders of youth, let us lift up those who work in the schools, that youth may be lifted up."

Current History, January

"IF PARENTS ONLY KNEW—" LETTERS FROM A SCHOOL TEACHER

By Elizabeth Cleveland

This has as its climax—a Cooperative Parents' Catechism put in the form of ten questions to which the proper answer is yes. The first is "Do my children enjoy their home?" Shall there not also be one for the teacher, beginning, "Do my children enjoy their school?"

Children, January

A GOOD CHILD JUST A LITTLE SPOILED

By Dr. John B. Watson

He discusses the dangers of loving children too much and lays most of the blame

at the door of mothers. "Nearly all of us have suffered from over-coddling in our infancy." He calls mother love "a dangerous instrument," and in the article gives a detailed explanation of why he so regards it.

McCall's Magazine, January

POETRY FOR CHILDREN

By Marguerite Wilkinson

A practical discussion of ways and means to interest children in poetry. "It may be that children are nearer to the essentials of poetry than are most adults." "Apropos of religious poetry, let me say, I do not mean rhymed morals. I mean poetry that has to do with real experience and real faith in religion, that describes a sacred and beautiful relationship with God and a reverent and loving aspiration toward Him."

Children, January

SOME NOTES ON BEHAVIOURISM

By E. Pickworth Farron

Issue is taken with Dr. Watson's article on Behaviourism in the *Encyclopedia Britannica*. That 'thinking is merely talking, but talking with concealed musculature' as Dr. Watson says, is to this writer "so fantastic that he wonders how anybody can hold it even for a moment." He says it is doubtless true that "so far, in his objective study of man, no behaviourist has observed anything that he can call consciousness, sensation, perception, imagery or will," to quote Dr. Watson again. But "That is not to say, however, that these latter things do not exist and can therefore be ignored."

Psychological Journal

ELLA RUTH BOYCE.

Book Reviews

New Readers for the Primary

CLARA HICKMAN

THE SINGING FARMER. By James S. Tipsett. Chicago, World Book Company. 68 cents.

The Singing Farmer is what its name indicates—the farmer's activities on his farm told in rhythm. For children who have had the good fortune to have visited a farm either individually or as a class will probably enjoy the tune the farmer sings of his farm and farm animals. The book uses a very limited vocabulary and remains throughout quite simple in construction.

SHUG THE PUP. *The Story of a Real Dog.*

By Feza M. Reynolds. Chicago, Beckley-Cardy Company. 70 cents.

As the name indicates the book contains stories of a dog written in a series in chapter form. There is more than the average amount of reading material than is usually contained in a book of its size, with a sufficient number of illustrations to interest children of second or third grade ability.

THE BOX IN THE SAND. By Lucia Webster Rice. New York, Ginn and Company. 72 cents.

A continuous story of 109 pages relating some summer experiences of two children

and their parents. While the vocabulary is comparatively simple, it would probably be too difficult for beginners to read. There is a simple plot which works up to a climax which would appeal to children of about second grade ability.

THE BROTHER BEARS & OTHER STORIES.

By Anna Williams Arnett. Chicago, Beckley-Cardy Company. 70 cents.

Brother Bears Stories has the advantage of being just a story book. The vocabulary is rather extensive and the mechanical construction a little too difficult for real beginners to master, but the average second grade child would get great pleasure reading of the various familiar animals. Each story is a complete unit with action and interest.

SUNSHINE FARM. By Zoe Meyer. Boston, Little, Brown and Company.

Sunshine Farm is a book which children would greatly enjoy having read to them before they are able to read it alone. Many of the sentences are long, and of complex construction for very young children to read, but children of about second grade ability would enjoy it very much. This



FROM "THE SINGING FARMER," WORLD BOOK COMPANY

would be especially true if they had had any contact with suburban life. The various chapters deal with the activities of The Redbird, Bunny Cotton Tail, Bobby Squirrel, and other interesting animals.

MY STORY BOOK. By Nila Banton Smith and Stuart A. Courtis. Chicago, World Book Company.

A book containing vast amount of reading material for children in the early stages of reading. Along with many of the familiar fables and classic tales is some new material as well. The especially attractive features of this book are the activities offered at the end of each story.

HOW THE INDIANS LIVED. By Frances R. Dearborn. Boston, Ginn and Company. 76 cents.

This book of informational material is written in a very charming way to interest children who have reached the stage of love of adventure. The pictures are suggestive and well planned to help give the children proper concepts. Practically all phases of Indian life are depicted and yet there is no indication of repetition or monotony. Boys especially will enjoy reading "How the Indians Lived."

THE LAND OF PLAY. By Irma A. Ketchum and Anna L. Rice. New York, Ginn and Company. 60 cents.

Three children and their favorite toys constitute the characters of this book. After the children go away for the summer the toys enjoy "The Land of Play." The

vocabulary is simple and the mechanical make-up is such that children will enjoy reading it for themselves.

INDIVIDUAL PROGRESS SERIES. By Ambrose L. Suhrie and Myrtle Garrison Gee. Chicago, World Book Company.

The Individual Progress Series of reading books are of unusual worth—The First Book—Story Folk, The Second Book—Story Fun, The Third Book—Story Friends, are well graded and filled with new interesting material. It is varied, has a strong fundamental vocabulary.

ADVENTURES IN STORYLAND. By Frances Lillian Taylor. Chicago, Beckley-Cardy Company. 60 cents.

A book of primer material which begins very easy, gradually increases in difficulty. The most familiar nursery rhymes which should be a part of every child's heritage are well selected and grouped. The stories are written in a simple readable way for those just beginning to enjoy the experience. In order to secure much repetition, some of the stories are a little long.

ANIMAL PETS FROM FAR AND NEAR. By Anna Bogenholm Sloane. Chicago, Beckley-Cardy Company. 70 cents.

A collection of articles descriptive of many of the most common pets and some unusual ones. Each unit has several true anecdotes relative to the animals described. It would be a good reference book for advanced second or early third grade pupils.



FROM "THE SINGING FARMER," WORLD BOOK COMPANY

Who's Who in Childhood Education

Frank McMurray needs no introduction to readers of CHILDHOOD EDUCATION. He says in writing to Miss Tall of our Editorial Committee, "I am still at the Scarborough School, now and then spending a whole day in a single grade. I am finding it a very profitable experience. I wish that we might visit some classes together and talk over observations."

Annie Judith Blanchard's achievement in the *Correlation of the Early Elementary Grades in Grand Rapids*, you may observe for yourself on School Visiting Day during the convention.

Olive Gray is in her seventh year of service as Assistant Superintendent City Schools, Hutchinson, Kansas. She is a frequent contributor to the *Elementary School Journal*, on such subjects as Making Teachers' Meetings Effective and Teaching Pupils to Read Arithmetic and Other Subject Matter.

Georgette Keath is First Grade Leader for the schools of Lebanon, Pennsylvania.

Glenn K. Kelly is superintendent of schools, Houghton, Michigan.

Lydia S. Bernstorf is the Special Aid Teacher for the Schools of Winfield, Kansas.

Hattie S. Parrott works with thirty rural school supervisors in progressive country school systems located in every section of North Carolina. She is making a research study looking toward (1) more adequate preparation of the school entrant and (2) more adequate provision for meeting the physical, mental, and social needs of the individual child during the first two years of his school life.

When **Eleanor M. Johnson** spoke at the Kansas City convention she was Supervisor of Elementary Schools in Oklahoma City, Oklahoma. Now she is Director of Elementary Education in York, Pennsylvania. Among her publications are *My Progress Book in Seatwork* and *Individual Diagnostic Silent Reading Seatwork Tests, Grades 1-4*.

Eugenia Eckford's article exemplifies the fact that she is carrying on a program of

creative development in art in the Tower Hill School, Wilmington, Delaware.

Alice Temple, ex-president of the International Kindergarten Union and member of the editorial committee will have charge of our book review section for future issues.



ALICE TEMPLE